

## Classroom Walkthrough Evidence Rubric 08-09

This document will be used as a planning space for creating a rubric of evidence for the 08-09 Classroom Walkthroughs. This document will serve as a guide to all faculty who walk in a classroom and are looking for the specific instructional, student, and environmental criteria. Please be sure to add additional examples of evidence for the different categories.

### Why - What are the Purposes of CWTs?

CWTs assist educators . . .

- To develop a learning community focused on improving learning and instruction.
- To involve teachers and principals in a discussion about teaching and learning and meeting the needs of all learners.
- To provide support of the vision that every child in every classroom can meet or exceed high standards.

### Who participates in Classroom Walk-Throughs?

Principal, administrators, teachers, counselors, move in and out of classrooms examining the learning, and looking at student work.

### So What – Why use CWTs?

- It demonstrates instructional and curriculum leadership to the staff and students.
- It generates the conversation about instruction and curriculum.
- It is a structure that collects data about teaching and learning.
- It is a springboard for professional development based on data.
- It focuses attention on implementation of best practices.
- It quickly identifies the teacher's instructional objective, the instructional methodology, the level of mental engagement required by the student, and the evidence of instructional support in the classroom
- It provides a vehicle to implement sustained school improvement.
- It helps educators become reflective and see examples of best practices.
- It supports and verifies the process of Curriculum Mapping.

Moreau Catholic Rubric Categories Overall:

1. Clear **Organization** of lesson, good pace, smooth transitions
2. Teacher demonstrates **responsiveness** and adaptability
3. **Assessment** of student learning both informal and formal
4. Alternative **instructional strategies**, using multiple modalities
5. **Higher order thinking** questions, discussions, or learning activities
6. Meaningful incorporation of **technology**
7. Active student **engagement**
8. **On task** conversations
9. A community of **respect**

### Evidence of presence of these areas in a classroom

#### **Clear Organization of lesson, good pace, smooth transitions**

- pace time so that students remain engaged
- daily schedules, timelines and classroom routines are in place and established to optimize classroom learning time
- daily agendas are posted notifying students of the learning of the day
- teacher provides explicit direct instruction prior to any lesson transition
- instructions for activities are given orally and in writing to help all learners understand expectations
- rubrics are used to ensure transparency of learning outcomes
- teacher develops and paces lesson to achieve identified student outcomes
- students are given sufficient wait time for responses

**Teacher demonstrates responsiveness and adaptability**

- Teacher recognizes that the lesson is not meeting the learning needs of students and makes changes and adaptations to the curriculum to meet student's learning needs
- Addresses student's misconceptions or misunderstandings
- supporting and monitoring student collaboration during learning activities
- helping students make decisions about managing time and materials during learning activities
- communication between teacher and student regarding behavioral feedback is done in a nonjudgmental way
- differentiation of lesson to meet the learning differences of students

**Assessment of student learning both informal and formal**

- formative and summative assessments are used to monitor student learning
- students working in small peer discussion groups to strengthen their learning and understanding
- using in class discussions and observations to assess students understanding of the material and provide immediate feedback
- students complete metacognitive reflections identifying their own strengths and weaknesses to determine areas of focus
- student development of individual learning goals
- use of rubrics to establish learning outcomes

**Alternative instructional strategies, using multiple modalities**

- Key strategies overall: demonstration, differentiated instruction, cooperative learning, discussion, peer coaching, active reading, project-based learning, learning centers, student presentation, etc.
- using instructional strategies that support various learning modalities, and address the different ways student's learn
- instructional strategies that make the complexity and depth of subject matter understandable and accessible to all students, including those with learning differences
- asking questions or facilitating discussions to clarify or extend students' thinking
- use of collaborative learning strategies such as carousel, fishbowl, talking-chip, think-pair-share, small group learning teams, peer-review of work, etc.
- focus of classroom is student centered versus teacher centered
- students are focused on problem-based/project-based learning
- students are working with hands on materials
- varied learning arrangements are used (eg. whole group, small group, pair, etc)
- time is provided for independent practice of new concepts
- nonlinguistic representations are used to help students grasp new concepts (eg. videos, graphic organizers, etc.)

**Higher order thinking questions, discussions, or learning activities**

- students use 21st century skills during the learning activity (creativity, problem solving, etc.)
- questions from the teacher require students to analyze, synthesize, evaluate and create
- provide opportunities for students to think, discuss, interact, reflect, and evaluate content
- help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures
- support all students in critically investigating subject matter concepts and questions
- engage all students in problem solving activities and encourage multiple approaches and solutions
- encourage all students to ask critical questions and consider diverse perspectives about subject matter

- provide opportunities for students to learn and practice skills in meaningful contexts
- help students to analyze and draw valid conclusions about content being learned
- students generate and test hypotheses
- students make relevant interdisciplinary connections
- students apply new learning to authentic scenarios in and out of the classroom setting

Analysis Whole - Part	Break learning down	Contrast, Question, combine, analyze, solve, deduce, compare, take apart, experiment, examine, formulate, distinguish,
Synthesis Part - Whole	Analyze Parts; Put learning together to form a whole	create, imagine, plan, organize, invent, assemble, compose, predict
Evaluation	make judgement based on evidence	appraise, validate, justify, criticize, evaluate, assess, decide, interpret

### **Meaningful incorporation of technology**

- technology is integrated into the learning to help enhance student's understanding of content area knowledge
- technology is used by the teacher to help model or provide instructions on content area understanding
- information technology is used to support the teaching and learning process
- students use, search for, and evaluate internet sources and information

### **Active student engagement**

- students are actively working on content related activities/projects
- students actively listen to the teacher and their peers; are taking notes and are not working on unrelated materials
- students actively engage in discourse with the teacher and their peers
- students are engaged in cooperative learning groups

### **On task conversations**

- students are engaged in discourse with the teacher and/or their peers regarding the content area learning
- students are participating in the cooperative learning strategy, focusing on the content area learning
- students are fulfilling their specific tasks in small group work

### **A community of respect**

- model and promote fairness, equity and respect in the classroom
- students communicate with the teacher and one another in a respectful and courteous manner
- encourage students to take risks and be creative
- students accept and respect difference experiences, ideas, backgrounds, feelings and points of view
- classroom rules help to support all students in assuming responsibility for themselves and one another

### **Resources to Create the Document:**

Connecticut State Department of Education (2008) *Connecticut Walkthrough Protocol Guide*. Retrieved on December 3, 2008 from [www.sde.ct.gov/sde/lib/sde/pdf/Curriculum/Walkthrough\\_Protocol\\_Guide\\_2008.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/Curriculum/Walkthrough_Protocol_Guide_2008.pdf) -

*Mayerson Academy (2006) Classroom Walkthrough. Retrieved on December 3,2008 from [www.mayersonacademy.org/MayersonCourses/PDForms/CWT%20booklet.pdf](http://www.mayersonacademy.org/MayersonCourses/PDForms/CWT%20booklet.pdf) -*